EQAO PRACTICE EXAM 4

READING SECTION (Q1–25)

Passage 1: Anika's Big Discovery

Anika had always thought science was the most boring subject at school. She much preferred reading novels and writing stories. But everything changed during the field trip to the Ontario Science Centre.

Her class had been split into small groups for a special workshop on simple machines. Anika ended up in a group with Ryan, who never stopped talking, and Sara, who was very quiet. The workshop leader, Dr Beatrice Okonkwo, gave each group a wooden ramp, a small toy car, and a stopwatch.

"Your challenge," Dr Okonkwo said, "is to figure out how to make the toy car travel the FARTHEST after it rolls off the ramp."

At first, Anika rolled her eyes. This sounded like a silly game. But Ryan suggested they try changing the angle of the ramp, and Sara whispered that the surface of the floor might matter. Anika watched as their car shot across the room, then slowed, then stopped.

They tried again. And again. With each try, Anika felt something new — a thrill of curiosity she had never noticed before. By the end of the workshop, their group had won first prize.

On the bus ride home, Anika sat by the window, watching the city pass. She was already wondering what other questions she could explore. Maybe science was not so boring after all.

1. How did Anika feel about science at the BEGINNING of the story?

A. She thought it was the most boring subject.

B. She was eager to start the field trip workshop.

C. She felt nervous about giving wrong answers.

D. She wanted to become a famous scientist.

2. Where did Anika's class go for the field trip?

A. the Toronto Zoo

B. a Canadian historical site

C. the local public library

D. the Ontario Science Centre

3. What was the workshop challenge?

A. to build a wooden ramp from scratch

B. to make a toy car travel the farthest

C. to design a new kind of stopwatch

D. to draw a diagram of a machine

4. Who suggested changing the angle of the ramp?

A. Anika

B. Dr Okonkwo

C. Ryan

D. Sara

5. What did Anika feel during the experiment?

A. tired and bored by the slow pace

B. a thrill of curiosity she had never noticed

C. frustrated by her group members

D. afraid she would make a mistake

6. What is the main message of the story?

A. Field trips are always more fun than school.

B. Toy cars travel best on smooth surfaces.

C. Quiet students often have the best ideas.

D. New experiences can change how we see things.

Passage 2: The Hudson Bay Lowlands

The Hudson Bay Lowlands stretch across northern Ontario, Manitoba, and Quebec. This vast region covers more than 300,000 square kilometres, making it one of the largest wetlands in the world. Despite its size, very few people live there.

The land of the Lowlands is unusually flat. In some places, you could walk for hours without climbing more than a few metres. Because the ground is flat and the climate is cold, water collects easily and forms bogs, marshes, and shallow ponds. These wetlands are home to countless animals.

Polar bears live along the shores of Hudson Bay, where they hunt seals on the ice each winter. In the spring, millions of birds migrate through the Lowlands, stopping to rest and feed. Caribou, moose, and arctic foxes are also common.

The Lowlands have great importance to the people who do live there. Many Cree and Inuit communities have lived in the region for thousands of years. They have learned how to live with the land, fishing, hunting, and travelling by canoe or snowmobile.

Scientists also study the Lowlands carefully. The soggy ground holds enormous amounts of carbon. If the climate warms and this ground dries out, much of that carbon could be released into the air. For this reason, protecting the Lowlands matters to everyone, not just those who live nearby.

7. How large is the Hudson Bay Lowlands?

A. about 30,000 square kilometres

B. about 100,000 square kilometres

C. more than 300,000 square kilometres

D. about 1,000 square kilometres

8. Why does water collect easily in the Hudson Bay Lowlands?

A. The Hudson River often floods the area.

B. Tall mountains block water from flowing away.

C. Heavy rain falls there throughout the year.

D. The land is flat and the climate is cold.

9. What do polar bears do during winter in the Lowlands?

A. They sleep in dens deep in the snow.

B. They hunt seals on the ice.

C. They migrate south to warmer areas.

D. They feed mostly on small fish.

10. According to the passage, who has lived in the Lowlands for thousands of years?

A. Polar bear researchers

B. Tourists from southern cities

C. Migrating bird scientists

D. Cree and Inuit communities

11. Why might protecting the Lowlands matter to everyone?

A. Drying ground could release carbon into the air.

B. Polar bears are losing their seal-hunting grounds.

C. Tourists may want to visit the area in summer.

D. The Lowlands cover three Canadian provinces.

12. What is the author's main purpose in writing this passage?

A. to tell a story about life in the north

B. to entertain readers with animal facts

C. to inform readers about an important region

D. to convince readers to move to the Lowlands

Passage 3: The Garden Project

For three weeks, the Grade 3 class had been planning a vegetable garden. Mrs Singh, their teacher, said they would plant carrots, lettuce, and tomatoes in the small plot behind the school.

Jamal was in charge of the planting plan. He drew a careful grid in his notebook, showing exactly where each row would go. The carrots would line up on the left, the lettuce in the middle, and the tomatoes near the fence.

On planting day, the class divided into teams. Aisha's team handled the carrots. Min-jun's team took the lettuce. Jamal's team would plant the tomatoes. Each team had its own packet of seeds and a list of instructions.

But by the time Jamal's team reached the tomato area, something looked wrong. The lettuce team had planted in the wrong rows. The carrot team had used up the lettuce's space. The tomatoes had nowhere to go.

Jamal felt his face grow hot. All his careful planning was ruined. He wanted to shout. But Mrs Singh placed a calm hand on his shoulder.

"This is how gardens really grow, Jamal," she said. "Plans are useful, but sometimes the garden teaches us to adjust."

Jamal took a deep breath. He looked at the messy plot. Then, slowly, an idea came to him. They could plant the tomatoes along the fence, where they had not yet planted anything. The tomato vines would even climb the fence as they grew.

By the end of the afternoon, the garden was finished. It did not match Jamal's notebook drawing. But somehow, it looked just right.

13. What was Jamal's job in the garden project?

A. to dig holes for the lettuce seeds

B. to fill watering cans for each team

C. to plant the tomato seeds himself

D. to make the planting plan for the garden

14. What went wrong on planting day?

A. The seeds had been mixed up by accident.

B. The other teams planted in the wrong rows.

C. Mrs Singh ran out of garden tools to lend.

D. The weather turned cold and the garden froze.

15. How did Jamal feel when he saw the mistake?

A. proud of his teammates' hard work

B. excited to start the garden again

C. eager to share his original plan

D. upset and ready to shout

16. What did Mrs Singh tell Jamal?

A. Plans are useful, but sometimes we need to adjust.

B. Vegetable gardens are too hard for Grade 3.

C. He should write his plans in pen, not pencil.

D. The teams should always follow the leader.

17. What did Jamal decide to do?

A. start the garden again from the beginning

B. ask the other teams to move their seeds

C. plant the tomatoes along the fence instead

D. give up on the garden and go inside

18. What is the main lesson of the story?

A. Being flexible can lead to good results.

B. Plans should always be very detailed.

C. Tomatoes grow best near a fence.

D. Teachers know more than students.

Passage 4: Migration (poem)

Across the autumn evening sky,

A line of geese is flying by.
Honking softly as they go,
Heading where the south winds blow.

How do they know the path so well?
What ancient song their feathers tell?
Following the gentle breeze,
Skimming over fields and trees.

Soon the snow will cover ground,
But the geese will not be found.
Far away in warmer light,
They will rest from this long flight.

I will watch them year by year,
Saying softly, "See you near
When the springtime calls them home,
Through the bright blue skies they'll roam."

19. What TIME of year does the poem describe?

A. winter
B. spring
C. summer
D. autumn

20. According to the poem, why are the geese flying away?

A. to escape from a forest fire

B. to head to warmer places

C. to find new wetland homes

D. to teach the young to fly

21. What does the question "What ancient song their feathers tell?" suggest?

A. The geese carry old knowledge passed down through generations.

B. The geese must learn the path from older geese each year.

C. The geese make actual songs with their feathers as they fly.

D. The geese are confused about where they are flying.

22. What does the speaker do in the LAST stanza?

A. flies along with the geese

B. promises to watch for them next year

C. counts how many geese have left

D. waves goodbye to the flying geese

Vocabulary and Comprehension (Q23–25)

23. Read this sentence: "The hikers were astonished by the breathtaking view from the summit." What does "astonished" mean?

A. exhausted from the long climb

B. nervous about the steep cliffs

C. very surprised and amazed

D. eager to climb back down

24. Which word means almost the OPPOSITE of "generous"?

A. kind

B. selfish

C. clever

D. tired

25. Read this sentence: "The old wooden bridge was rickety, so we crossed it carefully." What does "rickety" mean?

A. brightly painted

B. very long

C. easy to cross

D. unsteady and weak

WRITING SECTION (Q26–40)

26. Which sentence uses the COLON correctly?

A. We packed three things: snacks, books, and a flashlight.

B. We packed: three things, snacks, books, and a flashlight.

C. We packed three things, snacks: books and a flashlight.

D. We: packed three things, snacks, books, and a flashlight.

27. Which sentence shows correct SUBJECT-VERB agreement?

A. The basket of apples are on the kitchen table.

B. The basket of apples were on the kitchen table.

C. The basket of apples be on the kitchen table.

D. The basket of apples is on the kitchen table.

28. Which is a COMPOUND-COMPLEX sentence?

A. The rain stopped, and the children went outside.

B. After the rain stopped, the children went outside, and they played for an hour.

C. The rain stopped after a long, loud storm.

D. The children went outside to play in the puddles.

29. Which word is a CONJUNCTION in this sentence?

"Maria stayed inside because the weather was cold and rainy."

A. inside

B. weather

C. because

D. rainy

30. Which sentence has CORRECT PUNCTUATION?

A. The boys laughed loudly, but the girls remained quiet.

B. The boys laughed loudly but, the girls remained quiet.

C. The boys, laughed loudly, but the girls remained quiet.

D. The boys laughed loudly but the girls remained quiet.

31. Read this sentence: "The exhausted runners finally crossed the finish line after the long race." Which word is a PARTICIPLE acting as an adjective?

A. crossed

B. exhausted

C. finally

D. finish

32. Which is the correct PLURAL of "child"?

A. childs

B. childes

C. childrens

D. children

33. Read this sentence: "I was unable to attend the party because of the storm." What does the prefix "un-" mean in "unable"?

A. not

B. again

C. before

D. very

34. Which is the correct ORDER of adjectives in this sentence?

"She wore a ___ dress to the wedding."

A. silk long red

B. long red silk

C. red long silk

D. silk red long

35. Which sentence uses an APOSTROPHE correctly to show possession of a PLURAL noun?

A. The dogs's leashes were tangled together.

B. The dog's leashes were tangled together.

C. The dogs leashes' were tangled together.

D. The dogs' leashes were tangled together.

36. Which sentence is in the PASSIVE voice?

A. The teacher read the story to the class.

B. The students listened carefully to the story.

C. The story was read by the teacher.

D. Everyone enjoyed the teacher's story.

37. Which word is an INTERJECTION in this sentence?

"Wow! That was an amazing performance!"

A. Wow

B. That

C. amazing

D. performance

38. Read this sentence: "Despite his fear of heights, Carlos climbed to the top of the tower." What is the relationship between the two parts of the sentence?

A. cause and effect

B. time order

C. comparison

D. contrast

39. Which sentence has correct CAPITALISATION?

A. dr. lopez teaches history at lakeview elementary school.

B. Dr. Lopez teaches history at Lakeview Elementary School.

C. Dr. lopez teaches History at Lakeview elementary school.

D. dr. Lopez teaches history at Lakeview Elementary school.

40. Which sentence is the BEST way to combine these two simple sentences?

"The wind was very strong. The kite flew high."

A. The wind was very strong, the kite flew high.

B. The wind was very strong, but the kite flew high.

C. The wind was very strong or the kite flew high.

D. Because the wind was very strong, the kite flew high.

MATHEMATICS SECTION (Q41–80)

41. In the number 8,452, what is the VALUE of the digit 4?

A. 4

B. 40

C. 400

D. 4,000

42. Round 6,489 to the nearest THOUSAND.

A. 6,400

B. 7,000

C. 6,500

D. 6,000

43. Which decimal is EQUIVALENT to the fraction 3/10?

A. 0.03

B. 0.3

C. 3.0

D. 30.0

44. 25 children share a bag of 75 candies equally. How many candies does each child get?

A. 2

B. 4

C. 3

D. 5

45. A class has 24 students. 1/3 of them are wearing blue. How many students are wearing blue?

A. 6

B. 12

C. 9

D. 8

46. Maya's birthday is on 15 March. Today is 28 February. How many days until her birthday?

A. 14 days

B. 15 days

C. 13 days

D. 16 days

47. Look at the following set of test scores: 85, 90, 78, 92, 85. What is the MODE?

A. 85

B. 90

C. 78

D. 86

48. A rectangular pool is 12 m long and 5 m wide. What is the AREA of the pool?

A. 17 m^2

B. 60 m^2

C. 34 m^2

D. 60 m

49. How many MILLILITRES are in 2.5 litres?

A. 250 mL

B. 25 mL

C. 2,500 mL

D. 25,000 mL

50. Look at the thermometer below.

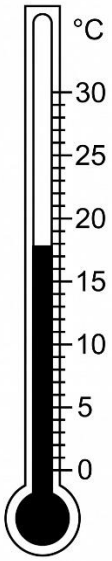


Figure PQ-1

What temperature does the thermometer show?

A. 18°C

B. 20°C

C. 22°C

D. 16°C

51. Lisa is saving for a $45 video game. She has saved $18 so far. If she saves $4.50 each week, how many MORE weeks must she save?

A. 5 weeks

B. 4 weeks

C. 6 weeks

D. 7 weeks

52. A bag of flour weighs 2.5 kg. A recipe needs 750 g. How much flour will be LEFT in the bag after baking?

A. 1.5 kg

B. 1.25 kg

C. 250 g

D. 1,750 g

53. A pizza is cut into 12 equal slices. Aki ate 4 slices and Jin ate 3 slices. What fraction of the pizza is LEFT?

A. 5/12

B. 7/12

C. 1/2

D. 1/3

54. Read the data: 7, 9, 5, 7, 8, 11, 7, 6, 9. What is the MEDIAN?

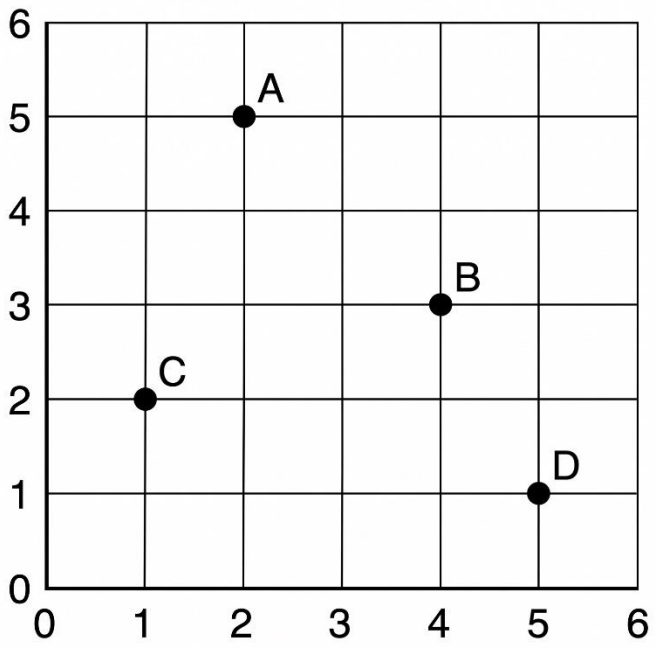
A. 5

B. 6

C. 7

D. 8

55. Look at the coordinate grid below.



Which point is located at the coordinates (2, 5)?

A. Point A

B. Point B

C. Point C

D. Point D

56. A snack costs $3.75. Sara buys 4 snacks. How much money does she spend?

A. $14.50

B. $15.00

C. $14.75

D. $15.25

57. Mark started his project at 11:25 AM and finished at 1:50 PM. How long did the project take?

A. 1 hour 25 minutes

B. 1 hour 50 minutes

C. 2 hours 50 minutes

D. 2 hours 25 minutes

58. Which shape has EXACTLY 2 lines of symmetry?

A. equilateral triangle

B. rectangle (not a square)

C. circle

D. parallelogram (not a rectangle)

59. A bookstore has a sale: "Buy 3 books, get 1 free." Tariq leaves the store with 12 books in total. How many books did he PAY for?

A. 9 books

B. 8 books

C. 10 books

D. 12 books

60. Solve: $3 \times 8 + 12 \div 4$

A. 9

B. 21

C. 27

D. 84

61. Round 4.7 to the nearest WHOLE NUMBER.

A. 4

B. 5

C. 4.5

D. 5.5

62. A rectangular fishtank is 80 cm long, 40 cm wide, and 50 cm tall. What is the AREA of the bottom of the tank?

A. 3,200 cm^2

B. 320 cm^2

C. 160,000 cm^2

D. 4,000 cm^2

63. A baker uses 1/4 of a kilogram of flour for one loaf of bread. How many loaves can she make from 3 kilograms of flour?

A. 4 loaves

B. 8 loaves

C. 12 loaves

D. 16 loaves

64. Which is the LARGEST?

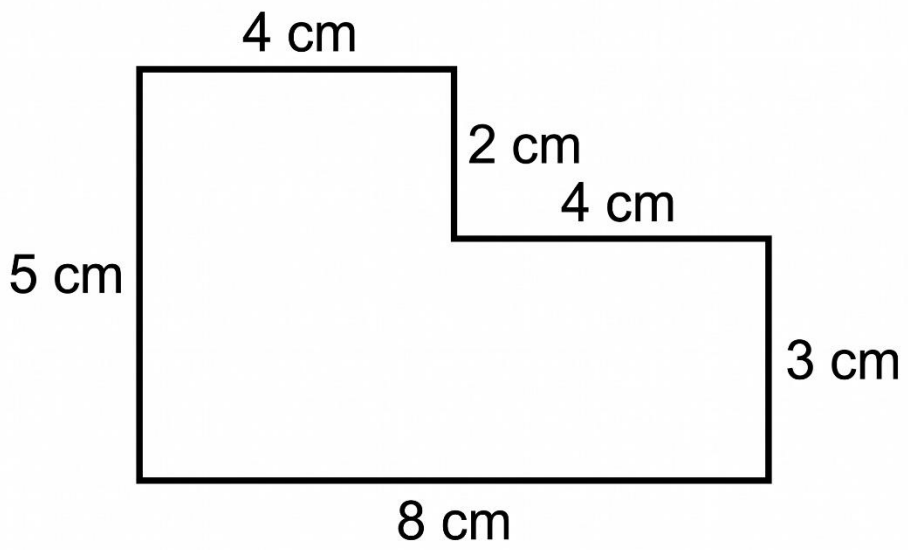
A. 0.8

B. 0.08

C. 0.18

D. 0.78

65. Look at the L-shaped figure below.



What is the AREA of the L-shape?

A. 28 cm²

B. 36 cm²

C. 40 cm²

D. 32 cm²

66. Solve: 600 − 245 + 178

A. 432

B. 423

C. 533

D. 633

67. There are 8 cookies on a plate. Maya eats 3 of them. What fraction of the cookies is LEFT?

A. 5/8

B. 3/8

C. 1/2

D. 3/5

68. A pencil costs 35 cents. Maya buys 6 pencils. She gives the cashier $5.00. How much CHANGE does she get?

A. $1.90

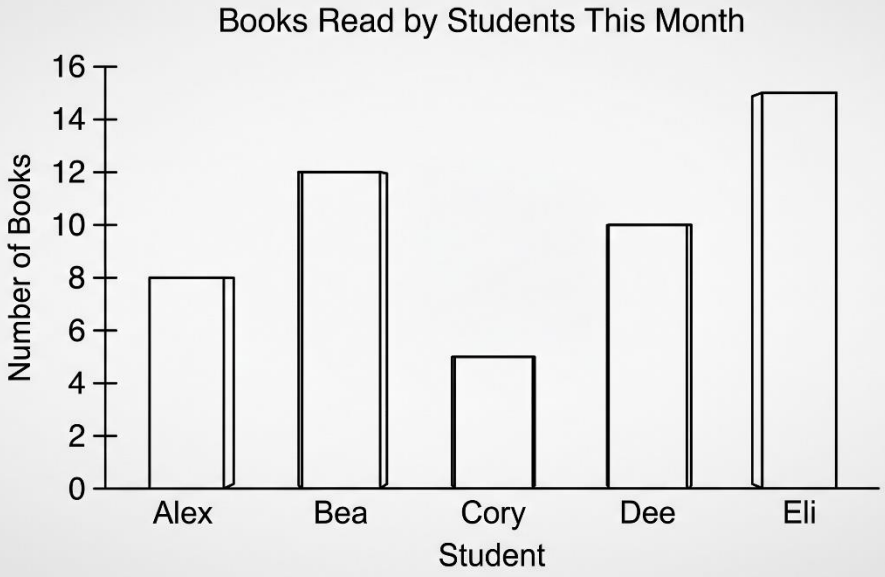
B. $2.10

C. $2.90

D. $2.80

69. Look at the bar graph below.

[Figure PQ-4]



How many books did the students read ALTOGETHER?

A. 45

B. 50

C. 55

D. 60

70. A school day is 6 hours 30 minutes long. How many MINUTES is that?

A. 360 minutes

B. 380 minutes

C. 390 minutes

D. 420 minutes

71. There are 36 children in a dance group. 1/4 of them play piano, and 2/9 play guitar. How many MORE children play piano than guitar?

A. 1

B. 2

C. 3

D. 4

72. How many EDGES does a cube have?

A. 6

B. 12

C. 8

D. 24

73. Solve: $9 \times 6 - 24 \div 3$

A. 46

B. 26

C. 30

D. 90

74. A piece of rope is 8 m long. It is cut into pieces that are each 40 cm long. How many pieces are there?

A. 16

B. 18

C. 22

D. 20

75. Which is the SMALLEST fraction?

A. 1/8

B. 1/4

C. 1/2

D. 1/3

76. Mei has $50. She buys 3 books at $8.95 each. How much money does she have LEFT?

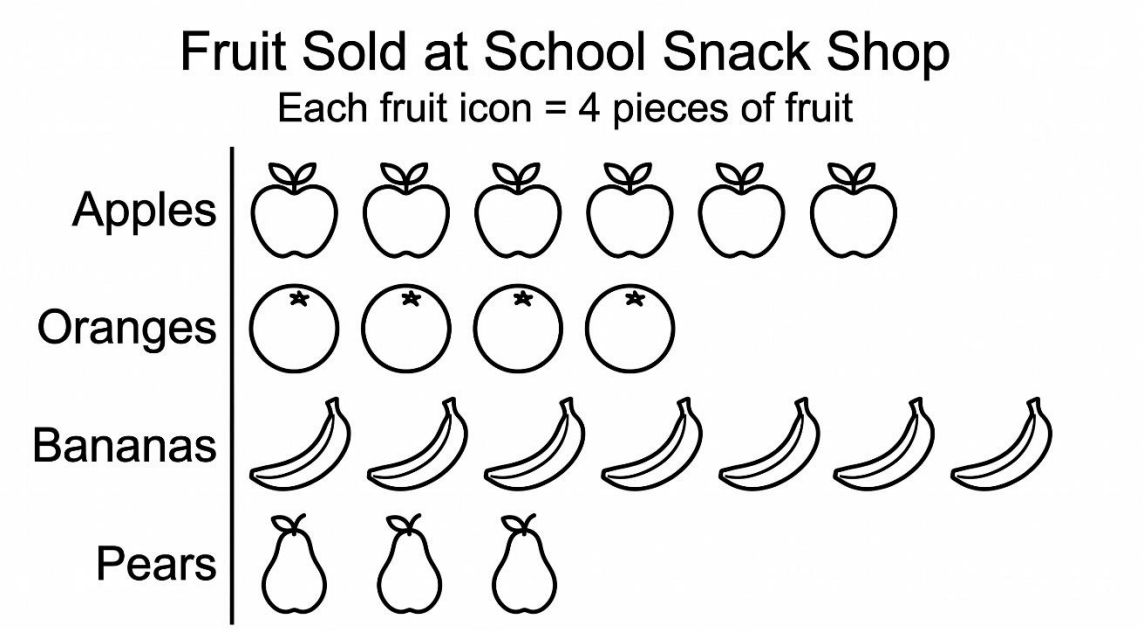
A. $26.85

B. $24.05

C. $23.15

D. $22.85

77. Look at the pictograph below.



How many MORE bananas than oranges were sold?

A. 3

B. 7

C. 4

D. 12

78. A square has a perimeter of 28 cm. What is the LENGTH of one side?

A. 4 cm

B. 14 cm

C. 7 cm

D. 6 cm

79. What is 432 ÷ 6?

A. 62

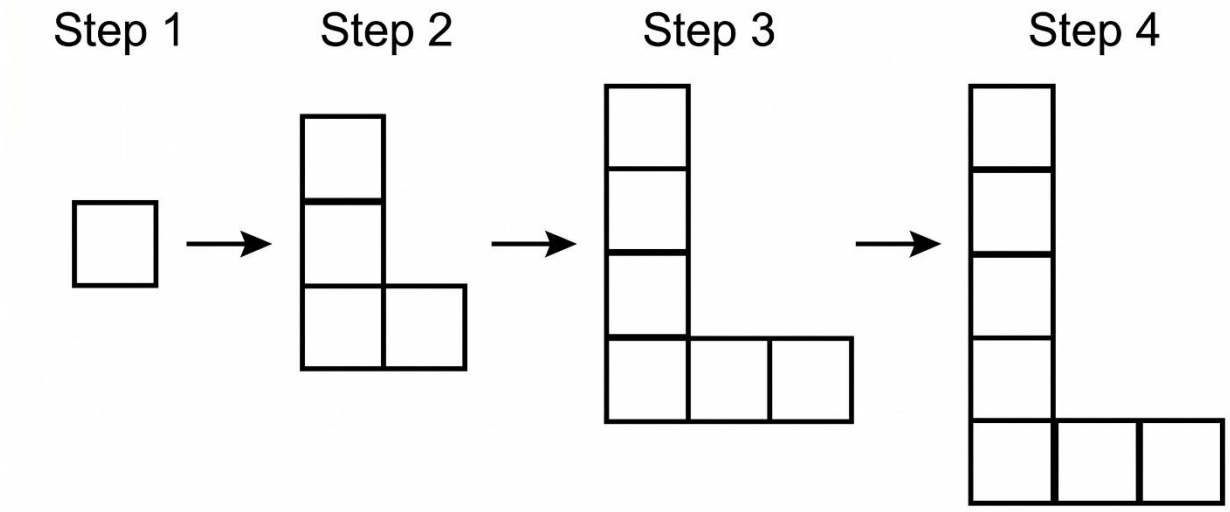
B. 72

C. 82

D. 92

80. Look at this growing pattern of unit squares.

Figure PQ-6



How many unit squares will be in Step 5?

A. 8

B. 11

C. 9

D. 10

EQAO Practice Exam 4 — Answer Key and Explanations

1. A — The passage's opening states "Anika had always thought science was the most boring subject at school." This sets up her initial view of science. The other choices do not match her starting attitude.
2. D — The text states "everything changed during the field trip to the Ontario Science Centre." The Science Centre is the exact destination named. The other places are not mentioned in the story.
3. B — Dr Okonkwo's challenge was "to figure out how to make the toy car travel the FARTHEST after it rolls off the ramp." Travelling the farthest distance was the goal. The other tasks were not part of the challenge.
4. C — The text states "Ryan suggested they try changing the angle of the ramp." Ryan was the source of that idea. The other characters did not propose this change.
5. B — The story states "Anika felt something new — a thrill of curiosity she had never noticed before." The new feeling was curiosity. The other emotions do not match her experience.
6. D — Anika's view of science transformed through a hands-on experience at the Science Centre. The theme is that new experiences can change perspective. The other options miss the central message.

7. C — The passage states the Lowlands "covers more than 300,000 square kilometres." This is the exact figure given. The other sizes are smaller and do not appear in the text.
8. D — The text states "Because the ground is flat and the climate is cold, water collects easily." Both flatness and cold climate cause water to pool. The other choices are not in the passage.
9. B — The passage states polar bears "hunt seals on the ice each winter." Hunting seals on the ice is their winter behaviour. The other choices are not mentioned in the text.
10. D — The text states "Many Cree and Inuit communities have lived in the region for thousands of years." Indigenous communities are named directly in the passage. The other groups are not described as long-term residents.
11. A — The passage explains that if the ground "dries out, much of that carbon could be released into the air." Carbon release affects the whole planet's climate. The other choices are local issues rather than global concerns.
12. C — The passage describes the Lowlands' size, geography, wildlife, and importance without telling a story or trying to persuade. Its purpose is to inform readers about the region. The other purposes do not match the factual, descriptive tone.

13. D — The text states "Jamal was in charge of the planting plan." He drew the grid showing where rows would go. The other tasks belonged to other teams.
14. B — The story states "The lettuce team had planted in the wrong rows" and the carrot team used up the lettuce's space. The other teams disrupted the planned layout. The other choices are not in the story.
15. D — The story states "Jamal felt his face grow hot...He wanted to shout." A hot face and the wish to shout signal upset. The other emotions do not match the description.
16. A — Mrs Singh said, "Plans are useful, but sometimes the garden teaches us to adjust." This was her exact message. The other choices are not what she told him.
17. C — The story states Jamal realised "they could plant the tomatoes along the fence." Planting along the fence was his solution. The other options are not what he chose.

18. A — Jamal succeeded by adapting his plan when things went wrong, showing the value of flexibility. The garden turned out well because he adjusted. The other choices miss the central lesson.

19. D — The poem opens with "Across the autumn evening sky." Autumn is the season directly named. The other seasons do not appear in the opening lines.
20. B — The poem states the geese are "Heading where the south winds blow" toward "warmer light." Migrating to warmer places drives their journey. The other reasons are not in the poem.
21. A — The phrase "ancient song their feathers tell" suggests the geese hold deep, inherited knowledge as part of their nature. Migration instinct is passed down across generations. The other interpretations miss the figurative meaning of "ancient."
22. B — The last stanza shows the speaker saying "See you near / When the springtime calls them home" — a promise to watch for them again next year. Watching year by year shows the ongoing promise. The other actions are not in the last stanza.

23. C — Astonished means very surprised or amazed, fitting a breathtaking summit view. Synonyms share similar meanings. The other meanings do not match the word.
24. B — Generous means giving freely, while selfish means thinking only of oneself. Antonyms have opposite meanings. The other words are not opposites of generous.
25. D — Rickety means unsteady, shaky, or weak, fitting an old wooden bridge that must be crossed carefully. The other meanings do not match the word's standard usage.

26. A — A colon introduces a list after a complete independent clause. "We packed three things" is complete, followed by the colon and the list. The other choices misplace the colon.
27. D — The subject is "basket" (singular), so the verb must be singular ("is"). The prepositional phrase "of apples" does not change subject-verb agreement. The other choices use plural or incorrect verb forms.
28. B — A compound-complex sentence has at least one dependent clause and two or more independent clauses. Option B has "After the rain stopped" (dependent) plus two independent clauses joined by "and." The other choices are simple or compound only.
29. C — A conjunction joins words, phrases, or clauses, and "because" connects the main clause with the reason. "Because" is a subordinating conjunction. Inside, weather, and rainy are not conjunctions.
30. A — When a coordinating conjunction joins two independent clauses, a comma goes BEFORE the conjunction. "The boys laughed loudly, but the girls remained quiet" follows this rule. The other choices misplace or omit the comma.
31. B — A participle is a verb form that acts as an adjective; "exhausted" (from the verb "exhaust") describes the runners. Participial adjectives often end in -ed or -ing. The other words are verbs, adverbs, or nouns.
32. D — "Children" is the standard irregular plural of "child." Some English nouns change form in the plural rather than adding -s. The other forms are incorrect.
33. A — The prefix "un-" means "not," so "unable" means "not able." Prefixes change a word's meaning. The other meanings belong to different prefixes such as re-, pre-, or super-.
34. B — Standard English adjective order is size, colour, material: long (size) → red (colour) → silk (material). Following this order produces "long red silk dress." The other orderings break the standard pattern.

35. D — For a plural noun ending in -s, the possessive is formed by adding only an apostrophe after the s: dogs'. The leashes belong to multiple dogs. The other choices misplace the apostrophe.
36. C — Passive voice puts the receiver of the action as the subject: "The story" is what is being read. Passive constructions use "be + past participle." The other sentences are in active voice.
37. A — An interjection is a word that expresses emotion or surprise, often standing alone with an exclamation mark. "Wow" expresses amazement. The other words are pronouns, adjectives, or nouns.
38. D — "Despite" signals contrast — Carlos climbed even though he feared heights. The fear and the climbing are opposing ideas. The other relationships do not fit the word "despite."
39. B — Titles (Dr.), people's names (Lopez), and proper nouns (Lakeview Elementary School) all require capitals. Option B capitalises every required word. The other choices miss one or more capitals.
40. D — The cause-and-effect relationship (strong wind causes the kite to fly high) is best shown by "because." This makes a complex sentence with a clear logical link. The other connectors create a comma splice, contrast, or alternative — none of which fit the meaning.

41. C — In 8,452, the digit 4 sits in the hundreds place and represents 400. Place value is determined by position. The ones place is 2, the tens place is 5, and the thousands place is 8.
42. D — 6,489 rounds to 6,000 because the hundreds digit (4) is less than 5, so the thousands digit stays at 6. Rounding to the nearest thousand looks at the hundreds place. 6,489 is closer to 6,000 than to 7,000.
43. B — 3/10 equals 0.3 because the 3 sits in the tenths place when written as a decimal. Tenths appear one place after the decimal point. The other choices misplace the decimal point.
44. C — $75 \div 25 = 3$ because $25 \times 3 = 75$. Dividing total candies by the number of children gives each child's share. Each child receives 3 candies.
45. D — 1/3 of 24 is $24 \div 3 = 8$. Finding a unit fraction of a number means dividing by the denominator. Eight students are wearing blue.
46. B — From 28 February to 15 March: 1 day reaches 1 March, then 14 more days reach 15 March, totalling 15 days. Counting forward day by day gives the answer. The birthday is 15 days away.
47. A — Mode is the value that appears most often in a data set. In 85, 90, 78, 92, 85, the number 85 appears twice while every other number appears once. The mode is 85.
48. B — Area = length × width = $12 \times 5 = 60$ square metres. Area uses squared units because two dimensions are multiplied. Option D (60 m) uses the wrong unit for area.
49. C — 1 litre = 1,000 millilitres, so 2.5 L = $2.5 \times 1{,}000 = 2{,}500$ mL. Multiplying litres by 1,000 converts to millilitres. The bottle holds 2,500 mL.
50. A — The liquid column rests at the 18°C mark, three-fifths of the way from 15 to 20. Each major division spans 5 degrees. The thermometer reads 18°C.
51. C — Lisa still needs $\$45 - \$18 = \$27$. At \$4.50 per week, $\$27 \div \$4.50 = 6$ weeks. Six more weeks of saving will reach her goal.
52. D — 2.5 kg = 2,500 g, and $2{,}500 - 750 = 1{,}750$ g remaining. Converting to grams first lets the subtraction be straightforward. The bag has 1,750 g of flour left.
53. A — Aki and Jin together ate $4 + 3 = 7$ slices, leaving $12 - 7 = 5$ slices out of 12. The remaining fraction is 5/12. Five of the twelve slices are left.
54. C — Sorted in order: 5, 6, 7, 7, 7, 8, 9, 9, 11. With 9 values, the median is the 5th value, which is 7. The median splits the data into two equal halves.

55. A — Coordinates (2, 5) mean 2 units right and 5 units up from the origin. Point A is plotted at that exact location on the grid. The other points are at different coordinates.
56. B — 4 × $3.75 = $15.00. Multiplying the price by the number of snacks gives the total cost. Sara spends exactly $15.00.
57. D — From 11:25 AM to 1:25 PM is 2 hours, then 1:25 PM to 1:50 PM adds 25 minutes. Counting hours across noon, then adding the leftover minutes, gives 2 hours 25 minutes. The project took 2 hours 25 minutes.
58. B — A rectangle (that is not a square) has 2 lines of symmetry — one horizontal and one vertical through its centre. Squares have 4, circles have infinitely many, and non-rectangular parallelograms have 0. Only the rectangle gives exactly 2.
59. A — In the "buy 3, get 1 free" deal, each group of 4 books costs the price of 3. 12 books form 3 such groups, so Tariq paid for 3 × 3 = 9 books. Three books were free.
60. C — Order of operations means multiplication and division before addition: 3 × 8 = 24, 12 ÷ 4 = 3, then 24 + 3 = 27. Following BEDMAS gives 27.
61. B — 4.7 rounds up to 5 because the decimal part (0.7) is 0.5 or more. Rounding to the nearest whole number uses the tenths digit. 4.7 is closer to 5 than to 4.
62. A — Area of the bottom = length × width = 80 × 40 = 3,200 cm². The tank's bottom is a rectangle. The 50 cm height is not used in calculating the bottom's area.
63. C — 3 kg ÷ (1/4 kg per loaf) = 3 × 4 = 12 loaves. Dividing by a fraction is the same as multiplying by its reciprocal. There are 12 quarter-kilograms in 3 kg.
64. A — Comparing the tenths place first: 0.8 = 0.80, which is greater than 0.78, 0.18, and 0.08. The leading digit after the decimal point determines the size most. 0.8 is the largest.
65. D — Splitting the L-shape: left rectangle 4 × 5 = 20 cm², right rectangle 4 × 3 = 12 cm². Adding 20 + 12 = 32 cm². The total area is 32 square centimetres.
66. C — Working left to right: 600 − 245 = 355, then 355 + 178 = 533. Addition and subtraction at the same level proceed in order. The result is 533.
67. A — Maya eats 3 of 8 cookies, leaving 8 − 3 = 5 cookies out of 8. The remaining fraction is 5/8. Five of the eight cookies remain on the plate.
68. C — 6 pencils × $0.35 = $2.10, then $5.00 − $2.10 = $2.90 change. Multiplying first, then subtracting from the bill, gives the change. Maya gets $2.90 back.
69. B — Adding the bar heights: 8 + 12 + 5 + 10 + 15 = 50 books. Each bar shows one student's count. Together the five students read 50 books.
70. C — 6 hours × 60 minutes = 360 minutes, plus 30 more = 390 minutes. Converting hours to minutes uses the factor 60. The school day is 390 minutes long.
71. A — 1/4 of 36 = 9 piano players, and 2/9 of 36 = 8 guitar players. The difference is 9 − 8 = 1. One more child plays piano than guitar.
72. B — A cube has 12 edges: 4 along the top square, 4 along the bottom square, and 4 vertical edges connecting them. Edges are where two faces meet. The total is 12.
73. A — Multiplication and division come before subtraction: 9 × 6 = 54, 24 ÷ 3 = 8, then 54 − 8 = 46. Order of operations gives 46.
74. D — 8 m = 800 cm, and 800 ÷ 40 = 20 pieces. Converting to the same unit before dividing makes the calculation simple. The rope yields 20 pieces.
75. A — Among unit fractions, the larger the denominator, the smaller the piece. 1/8 has the largest denominator and so represents the smallest share. 1/8 is the smallest of the four.
76. C — 3 × $8.95 = $26.85, then $50.00 − $26.85 = $23.15. Multiplying first, then subtracting from the starting amount, gives the money left. Mei has $23.15 remaining.

77. D — Bananas: $7 \times 4 = 28$; Oranges: $4 \times 4 = 16$. Difference: $28 - 16 = 12$ more bananas. Multiplying icons by the key value gives actual counts, then subtraction gives the difference.
78. C — A square has 4 equal sides, so side length = perimeter ÷ 4 = 28 ÷ 4 = 7 cm. Dividing the perimeter by 4 gives the length of one side. Each side measures 7 cm.
79. B — $432 \div 6 = 72$ because $6 \times 72 = 432$. Division is the inverse of multiplication. Seventy-two groups of six make 432.
80. C — The pattern adds 2 unit squares at each step: 1, 3, 5, 7, 9. Each step adds one square to the column and one to the row, totalling 2 new squares. Step 5 has 9 unit squares.